ORAL PROFICIENCY INTERVIEW

The Oral Proficiency Interview(OPI) is designed to be a tool for oral assessment of a varied set of linguistic tasks. A few examples that interviewees can be assessed on are: basic conversations, tasks, and vocabulary sets. Keep in mind that the entire test will conducted using the Oneida Language and the cues that an interviewer may give must be visual, such as pictures or gestures. However, the interviewer is never allowed to give English suggestions or words that sound close the targeted Oneida language word. The basic format is as follows:

1. Brief Warm-up. The uses of greetings will be used here to lessen the 'test anxiety' of the Interviewee. Simple conversation words such as 'Sh#koli, Sh#ku, Sk<n<k% k<, Sk<n<k%,' are all useful words to 'break the ice.'

2. Oral testing. Here is where the creativity of the Interviewer can make the assessment not seem like a test for the Interviewee. A few examples are that you may assess the interviewee by the performance of a finger play or a their ability to read a book. Another example is to test a set of vocabulary. If the test was to assess the 16 fruit words, then a simple identification test can be conducted:

> Q1: N@hte> ka>$k<- What is this? (While simultaneously holding a fruit
> picture)

> Two answers are acceptable:

> A1: Aw^hih<u>te</u> (Strawberry)
> A2: Aw^hihte n#= th$k< (That is a strawberry)

Each of the 16 fruit words would be tested this way, and if an Interviewee did not know a word, you place it in the "did not know pile," and then at the end, you give them a second chance to remember the word. Sometimes they will remember the word.

> Q2: S#kase k< aw^hih<u>te</u> (Do you like the taste of strawberries?)
> A1: ^=<, wakek@=se aw^hihte (Yes, I like the taste of strawberries)
>   or
> A2: Y@h tewakek@=se aw^hihte (I do not like the taste of strawberries)

There are two parts in this assessment that the interviewee will be responsible for:

> a. Fruit Identification
> b. The verb 'I like the taste of.'

3. Wind down. Here is where the interviewer returns to a comfortable linguistic level by using key words such as:

W@=tshane> - You are finished.
Osk<na>sh&ha - Relax
Satol$hsh< - (You) rest.

The wind down allows the interviewee to relax, as some interviewees may experience linguistic testing anxiety. This last part allows the interviewee to end the OPI on a positive note.

SCORING:

A scoring sheet can be used to assess the interviewee's performance:

Interviewee:	Interviewer:		
Date:	Vocabulary set: (Fruits for example)		
Word or phrase	Correct Words:	Grammatical Correctness:	Accurate Pronunciation:
1. Aw^hihte	Yes	N/A	yes
2. W$hsu	no, 2nd time yes		yes
3. Etc.			no
VERBS:			
17. Sek@=se k< Aw^hihte			
18. etc.			
TOTALS:	16/20	4/5	15/20
TOTAL SCORE:	35/45	77.8 %	PASS

A passing score for this assessment would have be 23/45 or 51 percent.

    a. The Correct word section is where the interviewee provides the appropriate Oneida word when prompted.

    b. The Grammatical Correctness section is the part of the test to see if the interviewee uses the Oneida phrases in a grammatically appropriate manner.

    c. The Accurate Pronunciation section is the part of the test where the interviewer assesses if they can understand the interviewee's Oneida language response. Some allowance must be made here for individual physical linguistic differences. The main example is the difference between

a student who has previous Oneida language experience, to that of a first month Oneida language learner. If the response is perceivable as the targeted word, then the Interviewee gets a point for accurate pronunciation. However, if the word is not understandable then they do not get credit.

Assessment Placement:

There are three basic levels of proficiency:

A) Novice - Displays only a basic linguistic abilities in vocabulary knowledge and pronunciation. (70-79 %)

B) Advanced - Displays a good knowledge of vocabulary, pronunciation, and syntax, with only a few errors. (80-89 %)

C) Superior- Displays very few errors in vocabulary knowledge and pronunciation. Shows advanced knowledge of grammatical applications as evidenced in conversation production. (90-100%)